



PERIODICAL ROOM
GENERAL LIBRARY
UNIV. OF MICH.

June
1927



SCHOOL CHILDREN OF WILMINGTON, DEL., COOPERATE WITH PARK AUTHORITIES IN PRESERVING THE CITY'S NATURAL BEAUTIES

Published Monthly [except July and August] by the Department of the Interior
Bureau of Education v v v v v v v Washington, D. C.

U. S. GOVERNMENT PRINTING OFFICE : 1922

CONTENTS

	Page
Modern Peoples Express National Ideals in Public Education.	
<i>Hubert Work</i>	181
Whole Families are at School Under Revolving-Farms Plan.	
<i>Martha Rhea Little</i>	184
Isolated Children Receive Instruction by Correspondence. <i>The Director, Department of Education, Western Australia</i>	188
Nursery-School Problems Discussed by New York Conference.	
<i>Mary Dabney Davis</i>	189
Editorial: Needs of Many Nations Frankly Set Forth	190
Further Development of Junior Colleges Seems Inevitable	190
Pan-Pacific Conference in Honolulu Marks Beginning of New Epoch.	
<i>Theo. Honour</i>	191
✓ Wide Variations of Practice in Small Junior High Schools.	
<i>Emery N. Ferriss</i>	193
Parent-Teacher Associations Actively Support Public Education.	
<i>Mildred Rumbold Wilkinson</i>	196
Conservation of Bird Life Made a Community Interest.	
<i>Violet L. Findlay</i>	198
New Books in Education. <i>John D. Wolcott</i>	200
Resolutions of Pan-Pacific Conference Relating to Education	Page 3 of cover
President of the United States Welcomes Pan-Pacific Conference	Page 4 of cover

SCHOOL LIFE is an official organ of the Department of the Interior, Bureau of Education. It is published monthly except in July and August. The subscription price, 50 cents a year, should be sent to the Superintendent of Documents, Government Printing Office, Washington, D. C., and not to the Bureau of Education. Single copies are sold at 5 cents each. For postage to countries which do not recognize the mailing frank of the United States, add 25 cents a year.

New Club Rate.—Subscription to SCHOOL LIFE, for 50 copies or more sent in bulk to one address, will hereafter be 35 cents a year each.

SCHOOL LIFE

Published Monthly, except July and August, by the Department of the Interior, Bureau of Education
Secretary of the Interior, HUBERT WORK - - - - - Commissioner of Education, JOHN JAMES TIGERT

VOL. XII

WASHINGTON, D. C., JUNE, 1927

No. 10

Modern Peoples Express National Ideals in Public Education

Progress of Society is Achieved by Practical Application of Knowledge. Social Structures of Nations Reinforced from Without as Well as Within. National Forces Should Cooperate in Spirit of Helpfulness to Develop Exalted Ideals of Civilization. Kinship of Pacific Peoples Shown in Way They Lend Themselves to Fusion with Modern Scientific Progress. Untouched Wealth Invites New Spirit of Exploration

By HUBERT WORK

Secretary of the Interior

THIS PAN-PACIFIC CONFERENCE has been called by the President of the United States, in conformity with a joint resolution of the Congress, and the sessions now begun are to be held under the auspices of the Department of the Interior.

By invitation of my Government, representatives of the countries bordering on

or having territorial possessions in the Pacific Ocean, have been given an opportunity to participate. There is a mutuality of interest involving the people of all these nations, and I am conscious of the privilege of sharing in this meeting with our sister nations whose learned men and women are directing their powers toward constructive and peaceful ends.

The basic purpose of this conference is to promote the advancement of peaceful arts and pursuits among the countries participating to interchange knowledge

on subjects of mutual interest, to broaden our vision, and improve our social and economic intercourse. It embraces the interests of all the Pacific peoples for their own good and the welfare of the countries they represent.

Coordination of ideas and ideals of economic progress will enable us to advance on common ground, toward a common end, with equal opportunity alike to all nations.

Our faith in civilization, our love of liberty, and our belief in the liberal in-

Opening address of the Pan-Pacific Conference on Education, Rehabilitation, Reclamation, and Recreation, called by the President of the United States at Honolulu, Hawaii, April 11, 1927.



Twelve nations were represented by official delegates at the Pan-Pacific Congress

stitutions so beneficial to society, which we and other great civilized lands of the earth have acquired at costly sacrifices, teach us that we must school ourselves never to minimize the obligations our respective countries owe to each other to perform every service which profound statesmanship requires of an enlightened era.

No world power to-day may remain in isolation or escape the tide of modern advancement. The difference in physical and climatic conditions, and the variety in intellectual and social progress among nations would seem to ordain a policy of independence between them, but there is nevertheless a mutuality of international interest. Each nation, for the benefit of its people, must of necessity deal with its own problems of fiscal policy, trade and commerce, and the attitude of government toward industrial enterprise. Yet, certain features of individual and national life are susceptible of general application. The general treatment of economic ideas and doctrines by friendly powers, which we expect at this conference, can not but contribute to the hopes and aspirations of all the peoples of the Pacific, whose national destiny is influenced by modern thought.

Earnest men and women have come to understand that the progress of society is achieved by the practical application of knowledge. They strive by individual and collective effort to prevent and correct evils, in a national sense, quite as much as in purely a local sense. The social structures of nations are subject to reinforcement from without as well as within. The blight of centuries has been the inclination and policy of nations to pursue a separatist policy, ever viewing their own economic and social development at a cost, usually, of the progress of their peoples, rather than in the interest of the progressive improvement of the human race. So long as these national forces operate in opposite directions, intent upon separate national interest and existence, material progress will be delayed.

The Pacific is a great combination of geographical, ethnological, and political factors, extremely diverse, but within them there is a spirit of human commonality that encourages persistent efforts toward the germination of new and exalted ideals of civilization.

In our essential equipment for participation in the world's work, intercourse, environments, and traditions are phases of intellectual and emotional activity which inspire us. Words and combinations of words difficult to pronounce are avoided for the sake of euphony. Likewise, discordant theories and practices should give way to clarity of ideals and definite purpose. The

cultured mind of a people will unconsciously express itself worthily, and as we attain higher intelligence our acts and our aspirations are molded into permanent form, awaiting only opportunity for practical application.

The romance of the Pacific is an enduring heritage from distant ages. Where for two and a half centuries a single galleon made its slow way forward and backward from Acapulco to Manila once a year, we to-day are unmoved by the magic of human invention which shuttles giant steamships across the Pacific between America and Asia in a few days. Ships touch daily along coastal reefs, unite the islands and mainlands, or ply between great foreign ports. Little less than a century ago vessels timorously rounded Cape Horn, steering toward the setting sun, and rarely did they return before the lapse of years. But within the past half century the evolution of the scientific spirit and the improvement in navigation have set afloat thousands of ocean-going steamships, crossing bows and weaving their way into every commercial port of the Pacific.

Balboa, Magellan, Drake roamed the Pacific out of sheer love of adventure. Yet, they were evangelists of progress. For ages the movement of the human family has been westward. In this westward reach for a habitat and happiness, race has overwhelmed race. Yet withal, civilization itself, and the economic center of the civilized world with it, has ever moved steadily westward, from Carthage to Italy, to Holland, to England, crossing the Atlantic, spanning our continent—to the Pacific. Once all nations clustered about the Mediterranean; then the Atlantic became the pathway of international intercourse; now the greatest of the world's waters—the new Pacific—is the center of the world's currents of progress.

The significance of the Pacific, in a westward voyage, is not lost on the human mind, for in traversing this half a world of water, we reach the opposite continent and Asia—the birthplace of the human race.

The kinship of peoples scattered over the 70,000,000 square miles of Pacific seas becomes evident in the way in which they lend themselves to fusion with modern scientific progress. Perhaps in time, if our progress and development be not impeded, the many tongues now spoken on the thousands of islands in Pacific waters will give way to a simple and flexible language spoken in every inlet of the seas.

One-half of the human race lives in countries bordering on and in the Pacific. Oriental life is found on our Pacific seaboard, as American life is found on the Asiatic side. To the south, among the

islands of the antipodes, or north of the Equator, here in Hawaii, we find a constant interchange of racial relations. This Pan-Pacific conference is happily a reunion of friendly nations and peoples. Your sons have studied in our schools and universities, they have contributed to our mechanical, material, and social growth, they have fought under our flag. We have come to Honolulu, our frontier in the Pacific, on a mission of amity. We would counsel and be counseled. We believe that international cooperation assiduously observed will do more to found mutual happiness and justice than all the theories evolved through the centuries.

Nowhere is the evolution of events which portend progress more in evidence than in and around the Pacific Ocean. This vast sea is now one of the world's highways of commerce, and its industrial progression is challenging the attention of practical minds. It is taking its strategic place as the largest of oceans, its commonwealths among other commonwealths, its commerce among all commerce of the world.

Nowhere on the globe are found so many groups and such innumerable islands, in size from up-shooting rocks to the island-continent of Australia. The untouched wealth of the Pacific invites a new spirit of exploration, for here we find climate of all variety, soil of all kinds, riches in every form.

The representatives of the United States are here assembled to learn and to impart what may be mutually beneficial to all countries alike. Though the distinguished delegates to this conference may have a full knowledge of America's development—from the hazardous days of our early colonization until the present—yet I feel my mission would be inadequately fulfilled were I not to indicate our material progress and aspirations, ever so briefly, for the purpose solely of advising you of what we ourselves have done, and what we hope to do, aided and encouraged by this interchange of national thought.

Within the span of little more than a century the United States has progressed through the perpetuity of high ideals founded upon a modicum of training handed down from generation to generation. Prudence and industry have been the guiding spirit. In our East, great commercial centers thrive; the plantations of our Southland, the plains of our West, the mountains of our Pacific coast, have responded to individual and collective initiative. High valuation indeed must be placed upon such initiative. Without it there could have been no transition period, no science of business or government administration. With increasing force the knowledge comes to us

that directive intelligence is becoming more and more essential to successful enterprise.

We hear a great deal about centralization of executive power. There always has been, there always will be, some central authority in the fixation of governmental dominion, though I do not by this mean to subscribe to the theory that such centralization of power should carry with it mandatory control or supervision of the rights of individual States. In this struggle for free government and the placing of responsibility, we have come through the years to realize that in organization lies the safety of the human race, the sanctity of national life.

The permanency of the national life of a people depends basically upon human ingenuity and the capture and practical conversion of all available natural resources. Singularly, though not strangely, nature has secreted many of her most useful resources in forbidding places, but the genius of man continuously triumphs over nature. New elements are being introduced into the life of the time and new adjustments are being made necessary. During the past century an industrial revolution has affected agriculture, manufacture, transportation, and commerce. Modern nations no longer are countries of small freeholders with open-field tillage. To-day we have in every quarter of the globe modern agricultural nations, with inclosed field, rotation of crops, improved farm implements, and advanced methods of cultivation. Hand-workers and small establishments have given way to great factories. Improved highways, rail, river, and canal commerce are contributing with amazing prodigality to national advancement.

One of the major subjects for discussion before this conference involves reclamation, that modern science of engineering upon which depends the productivity of much of the earth's tillable lands. In the United States, our reclamation progress during the past quarter of a century has been epochal. Our conquest of the desert by inland rivers is a chapter in reclamation history which makes us proud of our progress in conservation.

But while we in America were striving for the full benefits of modern reclamation, Australia, the sixth continent of the world—for indeed its area approximates that of the United States—was responding amazingly to the engineering skill of a great builder. That engineer to-day is the directing head of the reclamation forces of the United States Government.

Education and its applicability to human progress constitutes the important phase of our program at this confer-

ence. Modern people expect to form, strengthen, and express their national ideals largely through education carried on in public-school systems. In our meetings we shall consider those international aspects of education which relate to exchange of educational thought between nations, standards of child life, and vocational training.

No country has a school system that is entirely of its own making. All have borrowed from others. Our school men and women acknowledge their debt and express their gratitude to the great educational leaders of older and modern Europe. Other nations are sending their experts to us to study our school systems. We hope they will find things of value that they may adapt and use. Civilization owes much to the freedom with which schemes for human training have been carried from country to country.

These exchanges of educational thought are growing rapidly in volume and importance and taking on many different aspects. Over a hundred organizations either within or without the regular colleges and universities are at work in the United States promoting some phase or other of international intellectual cooperation. Fellowships and scholarships for Americans to study in other countries are offered annually, totaling half a million or more of dollars. Foreign students are brought to us to study in our institutions or gain experience in our business establishments. From two to three thousand nonquota students are coming annually to our schools. Summer schools for foreigners are now commonplaces in European countries. Even a university afloat is making a round of the world in order that students may know many countries by actual contact, as well as from books.

It seems proper for this conference to survey all these activities and to consider how they may be fostered and rendered more effective for the nations of the Pacific. The educational publications of each of our countries should be made quickly and easily available in all. The students that go from one country to another are for the most part earnest young people whose time is valuable. Some standards of credential acceptance and evaluation need to be set so that these foreign students may work to their own advantage, and the satisfaction of the institutions they enter.

This national business of education has developed a general appreciation of the value and the rights of child life. We recognize that every child should be well born, and that mothers and infants must have proper care. Both the welfare of the State and that of the child require that he be given a certain number of years of instruction and that his body be

strong and sound. We of the Pacific can not afford to permit our populations to be any less literate or less physically sound than those of other countries. It will be well to consider at this meeting how we may best and most quickly improve our standards of literacy and physical fitness.

Our host, the Territory of Hawaii, recently entered upon the policy of extending vocational education which was begun in other parts of the United States and in Canada about a decade ago. The old and often effective plan of training for the vocations through apprenticeships, separate and apart from the schools, can not supply, either in quality or numbers, the workers needed in modern industry. The school systems must of necessity broaden their offerings and their activities to include training for industry and the direction of the pupils into work in line with their desires and abilities. In establishing the program of vocational education, the Governor of Hawaii wishes to profit by your experiences and to learn from you what to do and what to avoid. I am sure you have much to offer him. Beyond this specific interest, the general question of the place of vocational education in the general educational program is to be considered.

We have finally to consider those schemes, many of which bring really remarkable results, for restoring the disabled to self-support and self-respect and reducing to a minimum the unhappiness that may result from unavoidable accident. Prevention is better than cure, but industrial accidents, though reduced to a minimum, will always occur, and methods of cure or rehabilitation should be available.

Recreation, of importance on our agenda, undoubtedly will be given profound consideration, for here, too, is a vital relative factor in the mental, physical, and spiritual life of nations. All countries, all inhabitable centers in all parts of the world, to-day are directing thought upon the problem of public parks, playgrounds, and the development of athletics. A healthy and progressive people are inspired by environment and right living conditions, and if relaxation and recreation are injected into the daily routine of our lives, it enables broader and clearer vision, more happiness, and a more wholesome spirit to go forward in confidence with courage.

With all these subjects of common interest before us for free discussion, the conference should evolve foundation principles which will make the occasion internationally historic, and I now declare the Pan-Pacific conference opened for the purposes for which it was called.

Whole Families Are at School Under Revolving-Farms Plan

Practical Method of Teaching Mountaineers of North Georgia Improved Methods of Farming, and of Habituating Their Families to Better Standards of Living. Founder of School Lacked Early Advantages but was Graduated from Harvard Through His Own Efforts. Tenant-Students are Limited to Five Years at School

By MARTHA RHEA LITTLE

Secretary Rabun Gap-Nacoochee School, of Rabun Gap and Sautee, Ga.

IN THE MOUNTAINS, and for the mountains, the school at Rabun Gap, Ga., at the junction of the State with North Carolina and South Carolina, is unique in its two distinctive features—its revolving-farms plan and its system of adult education.

More than 20 years ago this school was organized by Dr. Andrew J. Ritchie, who was himself born in an isolated log cabin in the vicinity of the tract that now constitutes the school farm. His early life was typical of the mountains. At 21

he was still studying the spelling book and at 25 he first rode upon a railroad train. Three years afterward, however, he entered Harvard University and worked his way through to graduation. He was thus the first man from Rabun County to be graduated from a college.

After teaching three years in Baylor University, Texas, he returned to his native county and began his life's work for the amelioration of the lot of his kinsmen and neighbors. For two years he served as county superintendent of public

schools at a nominal salary and then began the upbuilding of a school by which he hoped to provide a way for children of the mountains to be in school eight months of the year, supporting themselves by their own labor. A plot of land was purchased upon favorable terms and a house was constructed by community effort at small cash outlay. Some help was received from liberal-minded men in near-by cities.

The original plan was to conduct the school like a big family, half the children



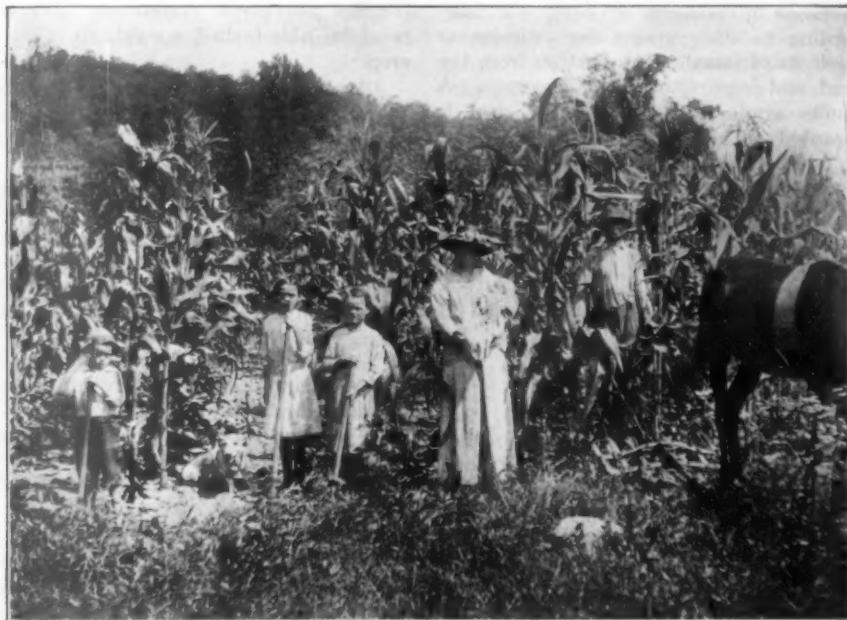
The typical mountain home is sadly lacking in modern conveniences

working on the farm or at the domestic work of the establishment, while the other half pursued their studies, the groups of workers and of students alternating weekly.

Like others who have attempted this arrangement, Doctor Ritchie found it impossible to obtain satisfactory results

kitchen is for purposes of education, especially education to make better farmers and citizens.

The heads of families attend a special school which is conducted by practical instructors of agriculture and home economics who teach how to assimilate the advantages offered.



Young people with large families are preferred as tenant-students

from the school and the farm at the same time. Nevertheless the school grew. Additional land was acquired, until the holdings of the school amounted to 1,500 acres.

School boys could not supply the labor for cultivating such acreage under the most favorable conditions, and the plan was adopted of renting portions of the land to tenants who gave to the school half their crops as rental. In time this practice developed into a definite educational agency of unique but effective type.

Fifty-four Missionaries of Good Farming

The dormitories and the school proper were retained, but the new plan contemplated dividing the magnificent 1,500-acre property into "rotating farm homes," and putting them in charge of men with large families, of the landless, mountain type. There is sufficient land for 20 families, who are admitted in successive groups for periods of five years. In the 20 years since the plan was first put into operation, 54 families have come in contact with the educational advantages offered.

The whole establishment is a school. Each separate farm is a foundation for the education and support of a family during its term of residence. Each home is a school dormitory—each man, woman, and child is a student. Every acre of land, every garden, cornfield, barn, and

school. They are in position to become owners or managers of good farms and orchards.

Parents desiring to become tenant students, fill application blanks, with information as to age, health, names of children, and answers to such questions as: "Do you want a better chance to educate your children?" "Do you want a chance to become a better farmer?" "Do you and your wife want to improve your own education?" "What crops did you raise the past year?" "What livestock do you own?" "Are you in debt?"

Favorable Terms to Tenant-Students

General rules and regulations are enforced, as: (1) Each farm is divided into three rotating sections—a cornfield and two meadows. (2) A house, barn, garden, 1 acre for truck patch, pasture for two milk cows, and firewood for fuel are allowed each family free of rent. (3) Property must be well-kept. Minor repairs to buildings, fences, and roads must be done by the family. Larger repairs and improvements will be done by the school. (4) The family must furnish work stock and farming tools. (5) Each family must keep a farm account book, showing what it makes, spends, and saves. (It was interesting to see how a family of 12 lived on a cash "turn-over" of about \$35 a month, and within four years paid a debt of more than \$300.) (6) The head of each family and all grown-ups must attend the school for adults and the meetings held for their benefit and improvement. They must be found at home and at work regularly. (7) Parents must keep their children of school age in school



Well planned bungalows are lessons in better living

regularly, and must train them to habits of work and good conduct.

The school for adults includes lecture courses and discussion groups on such subjects as taxation, governmental methods, and topics of the day. Grading on "agriculture," "home economics," "habits and conduct" is under the supervision of Doctor and Mrs. Ritchie, with constant home-to-home, and farm-to-farm visiting. Recently, Mrs. Ritchie had the young girls for a conference on care of their yards. Her visits to the homes are often in the interest of gardens, poultry, truck patches, etc.

Learn the Joy of Comfort and Beauty

It is here that the philanthropic, sympathetic phase of the revolving school farm may find fullest expression through the personality and ministry of the community visitor. She sits with the mother and children as family counsellor. She teaches the advantages of cleanliness and first aid, the comfort of good mattresses, the satisfaction of perfect bread making, and the joy of beautifying the home.

Doctor Ritchie conducts frequent and regular "talk-to-the-family" meetings. His notes for one of these meetings at the beginning of the 1927 farm year give an idea of their scope: (1) Importance of early plowing and getting ready to plant. Unfavorable weather conditions for a good crop year—so much rain. Therefore crops will need to be cultivated well. (2) Importance of your farm boundary looking the part—neat, clean, tidy farming; ditch banks, fence corners, creek banks cleaned off; cow pastures grubbed and cleaned; fences and gates kept up; gates kept closed. Gates should open on the inside of farms—not out on roads and highways. (3) Small hay and rye crops—corn main crop this year. Rye will follow corn crops in the fall. Later on will go back to hay. (4) Keep up gates, roads, and bridges on farm boundaries. (5) Families must get out of debt, or can not be allowed to stay. (6) Making and saving. (7) Get location ready for next bungalow. (8) New bungalows must show the "model home" plan—must look better than other places in the country, with trees set out, shrubbery, flowers, good gardens, pretty flock of chickens, good housekeeping, etc. (9) As far as possible place barns, hog pens, hog lots on back side of premises at all old farmhouses on the place. This of course will be planned for at the new bungalows. (10) Gardens and truck patches must be better than others in the surrounding country. What is prettier or means more to a family than a fine garden? (11) Buying supplies—getting better supplies at lower price. (12) Care of tools—bringing in tools belonging to school. (13) Grades for 1927 crops. (14) Grades and prizes awarded for 1926 crops.

(The corn crop for 1926 was 13,000 bushels.)

In the system of dividing crops and grading, one half the whole crop is allowed to the family, according to the rule of renting good land in the surrounding community, one half is allowed to the school. Out of the school's share bonuses and prizes are awarded to families for farm or home investment or equipment, according to their grades for progress as students of farming, production from the land, and improvement in citizenship. A family graded A or B for the year is awarded, in addition to its share of one half the crop, a bonus from the corn crop corresponding to its grade, and is admitted for another year. A family graded C receives half the crop, and is readmitted on probation. A family graded D receives half the crop, but is not readmitted. Prizes of smaller amounts are awarded for excellence in special subjects.

Log Cabin to Modern Bungalow

For the year ending December 31, 1926, the winner of the first prize of 25 bushels of corn and possession of the second model house made an A average through unceasing ambition and hard work. His was "the last family up the creek." His former home was a one-room log cabin—crude, unceiled—so remote in a desolate cove, so close to the towering mountains that their shadows gave but reluctant entrance to the sunshine from 10 in the morning until 4 in the afternoon.

Careful selection of tenants is vital in the revolving farm plan. Four leading considerations are: The family chosen must be worthy, with earnest desire for better standards of living. Young parents with large families of little children are preferred, other things being equal—the 5-children family could not compete with the 10-children family. The most isolated families are given preference. Tenants must be able-bodied enough to make a crop.

Advantages of the revolving farm at Rabun Gap are obvious. As affecting educational problems, two other advantages are outstanding.

Investigation fails to find in actual operation a school farm making a success of student labor and at the same time maintaining high standards of education. It has been the dream of good men to place such an institution on a sound business basis. All school boys need the physical development as well as the educational and cultural advantages of manual labor. But when the safety of a crop depends upon their efforts, either the finances of the school, or the scholarship attainments of the boy—usually both—must suffer.

Farms and Dormitories Mutually Helpful

The Rabun Gap system solves that problem, by putting the responsibility of the yield of its 20 farms upon "seasoned man power." In rush seasons the farmer can get up before daylight and



The effect of improved surroundings is apparent in the demeanor of pupils

work until after dark. He has a colony of school children to call on for supplementary help. The dormitory students are sent to his farm to work under his direction. Thus the farmer can employ student labor at a figure he can afford to pay, while the students receive practical training. The revolving farm contributes to the support of the dormitory, by furnishing practically everything that is eaten, and a market is created for the farmer.

Earn Living While Educating Children

Further advantage in the Rabun system is the solving of the isolated mountain farmer's greatest problem. He can not make a living and keep his children in school nine months of the year, for he has access to no outside help. Through process of domestic manufacture, and the individual struggle against nature, he and his family depend upon their own efforts for food, shelter, and raiment.

At Rabun Gap he has the cooperation of a school working on a profit-sharing basis; he has a dormitory full of big boys whose means for an education depend in turn upon the outside work they can do for the farmer; his domestic group is kept intact; he is made economically independent; he acquires a whole crop of new ideas and habits; and he can at the same time keep his children in a first-class school.

Thus equipped he is sent back to his own neighborhood, and another group comes in—"boys and girls who are going to waste for lack of education and training to make good citizens; parents who are illiterate in books and ignorant of things that go with thrift, industry, and proper standards of living."

Disasters Cause Schools to Merge

Unexpected events of the past year have brought about a merger of the school at Rabun Gap with Nacoochee Institute at Sautee, less than 30 miles away, which served the youth of contiguous territory.

The main school building at Rabun Gap was destroyed by fire and within a short time a disastrous fire wiped out much of the Nacoochee plant. Negotiations for consolidating the two interests naturally followed and the merger has been arranged. The two institutions will be consolidated and rebuilt as the Rabun Gap-Nacoochee School.

The Nacoochee school was established in 1903, and it has been directed for nearly 20 years by Dr. John Knox Coit. It owned 320 acres of land, and its average enrollment for the past 10 years has been more than 200.

Under the terms of the merger, a standard elementary school will be maintained at the Nacoochee plant in Sautee, with a home for orphan girls and a community house. At Rabun Gap permanent stone

buildings will be erected for the offices of administration, for the school for adults, for a standard high school, and for dormitories for boys and girls. From the central group of buildings will radiate like the spokes of a wheel the unique campus of 20 school farms.

Funds for the enterprise have been raised largely by private contribution, and the cost of the equipment of the enlarged program is expected to reach a half million dollars. The administration of the new institution is by a board of trustees. A plan of cooperation with the board of education of Rabun County and the public-school trustees of the local district has been worked out by which the Rabun Gap corporation has invested \$15,000 in a building in which a public day school will be conducted under favorable conditions.



Aid for Commission on Secondary Schools

A grant of \$10,000 from the Carnegie Corporation has been received by the Association of Colleges and Secondary Schools of the Middle States and Maryland for the support of the work of the Commission on Secondary Schools. This subvention makes possible the survey of secondary schools within the territory as a first step in the preparation of an accredited list.

More than 3,200 public and private secondary schools are in the territory, and all of them have been invited to make application for membership on the list. The grant from the Carnegie Corporation makes it possible for the commission to render this service without expense to the schools. In view of the fact that the grant will cover the expense of the work for about one year, it is important that all secondary schools within the Middle States and Maryland, that wish to participate in this service, should make application at once to the chairman of the Commission on Secondary Schools. Standards, questionnaire forms, and general information will be sent to all schools that have made application before the close of the current year. Inquiries concerning any phase of the accrediting program should be addressed to the Chairman of the Commission on Secondary Schools, 109 Bennett Hall, University of Pennsylvania, Philadelphia, Pa.—*E. D. Grizzell.*



School sites of 5 or more acres each are possessed by 252 public elementary and high schools in New York State. The largest school site reported in New York is in Sparta, Livingston County, with an area of 65 acres.

University of London's Attractive Summer Course

A holiday course for foreigners to be held July 15 to August 11 by the University of London is described in pamphlets transmitted to the Secretary of State of the United States by His Britannic Majesty's ambassador at Washington, at the request of His Majesty's Principal Secretary of State for Foreign Affairs. The Secretary of State forwarded the documents to the Secretary of the Interior for reference to the Commissioner of Education; but copies of the pamphlets which came to the Bureau of Education with official form and ceremony may be had by any American for the asking. Simply address "Holiday Course, the University Extension Registrar, University of London, London, S. W. 7, England." Walter Ripman, M. A., is director of the course in behalf of the university.

The course is planned to be of special value to teachers in secondary schools and to those preparing for the teaching profession, but its value is not confined to those persons only. Short courses and lectures will be offered on English literature, economics, history, education, architecture, etc. Formal instruction will be supplemented by excursions and entertainments. Certificates of attendance will be given to students who satisfy the requirements.

The fee for the course is £5. Students who apply for accommodations will be placed by the director in communication with suitable householders. A limited number of ladies may reside at King's College for Women, where the course is to be held, at £2 2s. per week for room, breakfast, and dinner.



Books Follow Workers Into the Forests

A library car, traveling on rails and moved by a locomotive as logging camps penetrate further into the forests, is operated by the Missoula County (Mont.) Free Library in cooperation with the Anaconda Copper Mining Co. The library car is a converted freight car, newly painted and adapted to library use, and is well lighted and heated. It is provided with open book cases, and is comfortably furnished with a long table and arm chairs. Packages of books are sent from the car to camps, which may be 5 or 6 miles away. The librarian, who is employed by the company, serves the men in many incidental ways, in one instance assisting a man to obtain a patent on a water power device. More than 5,000 men visited the car in nine months and 3,200 books were loaned.

Isolated Children Receive Instruction by Correspondence

No Child in Western Australia too Remote for Effective Teaching under State Auspices. Systematic Work under Skillful Instructors. Personal Relations with Pupils are Cultivated. Supervision by Members of Family

By THE DIRECTOR, DEPARTMENT OF EDUCATION, WESTERN AUSTRALIA

CORRESPONDENCE CLASSES were inaugurated in western Australia about eight years ago to meet the requirements of children beyond the reach of existing educational facilities. The results have been highly gratifying. From a modest enrollment of 54 pupils the number has steadily grown until it has reached 1,296, with every indication of further advance.

The classes aid three groups of children: (1) Those who can not attend school on account of distance; (2) those who, having completed the primary course at the small country school, wish to take continuation work by post; and (3) children doing advanced work in the small country school. Pupils in Group 1 must live outside the compulsory radius (3 miles) of the nearest school. Six years is the minimum age for admission. For enrollment in Group 2, pupils must have completed the full course offered by the small country school. Our present enrollment is: Group 1, 1,203 pupils; Group 2, 93 pupils; Group 3, about 1,000 pupils.

The correspondence school is located at Perth and is housed under the same roof as the education department. No locality having a mail service is so remote that it can not receive lesson sheets; they regularly find their way to all parts of the State.

Teachers of Wide Experience are Selected

The work is carried on under the direction of a senior inspector of schools and the staff comprises 1 head master, 25 assistant teachers, and 2 typists. The teachers engaged in correspondence work enjoy the same privileges with regard to holidays, long service leave, salaries, etc., as those employed in ordinary schools. The hours observed are from 9 a. m. to 4 p. m. (with one hour for lunch) five days per week. The teaching staff have been recruited from our primary schools and most are teachers of wide experience.

The scheme of study is fairly comprehensive, embracing reading, writing, num-

ber work, crayon work, and poetry in the infant class, and gradually broadening with each step through the grades. The children in the intermediate classes receive instruction in writing, English, arithmetic, geography, and history; for the higher classes (VII and VIII) are included subjects of much practical value, such as farm bookkeeping, home economics, and practical mensuration. At present, Standard VIII is the highest class, but arrangements will be made to carry pupils up to the standard required for the university junior certificate.

Lessons are Attractively Presented

A year's course is covered by 20 lesson sheets, each sheet representing a fortnight's work. These sheets are carefully graded, attractively illustrated for junior children, and fully but simply explained. The notes, which are prepared by teachers showing special aptitude for this class of work, are typed on a dertatype stencil and duplicated on a mimeograph machine. The cut stencils are subsequently filed, and with care may be used several times. A recent addition to our office equipment is a mimeoscope machine, which is proving of much practical value in connection with illustrative work.

Readers, history books, geography books, and supply of pad paper on which the lessons are worked are supplied free of charge by the education department. A few other necessary books are purchased by the correspondence teachers when so authorized by the parents.

For young children supervision of work is essential. The lot of supervisor generally falls to the mother, but not infrequently an elder brother or other member of the family. One of the most pleasing features of our postal scheme is the hearty cooperation which is generally forthcoming in the home, the supervisors carrying out their duties in a fine spirit, and generally to the entire satisfaction of the teachers. As a child advances through the grades the need of supervision generally diminishes until by the time he has reached Standard V or VI little home direction is necessary.

Instruction papers are sent to pupils fortnightly. Students are expected to work to a time table (which, by the way,

is so elastic as to be adjusted to home conditions) and submit their worked papers for correction at the end of every second week. The period for study varies with the standard of the pupil, junior children being expected to spend about 2½ hours daily at lessons and senior pupils from 4 to 5 hours. Students taking continuation courses may be permitted to enroll for a modified course—generally not less than three subjects—but in all cases reasonable time for study must be guaranteed. Evening work is discouraged except for continuation students who may be in employment during the day. It is found that pupils usually complete and post their work up to scheduled time.

Each Teacher Becomes a Specialist

The classes are divided into three divisions or sections: (1) A junior division (infants and Standards I and II); (2) an intermediate division (Standards III, IV and V); and a senior division (Standards VI, VII, and VIII). This enables each teacher to become a specialist in her own division.

Each teacher keeps a dispatch book in which is recorded the name and address of pupils and the date of dispatch of each lesson sheet. In this book is also kept a record of the date both of receipt and of the redispach of worked papers. This information is so arranged that it is possible to tell at a glance if a pupil is working regularly and the time taken over each set. A file is opened for every family. In this is kept a carbon copy of the teacher's report on the work submitted for correction and a copy of the letters to pupils and supervisor. The making of carbon copies is facilitated by the use of stylographic pens and report "blocks" of about 150 sheets. In addition to the report, which is written on a printed form, teachers make copious and helpful instructions to individual pupils and never fail to inclose a little personal note with the corrected sheets.

Close Personal Relation with Pupils

A special feature of the classes is the close personal touch secured by the teachers with their way-back pupils. Very little encouragement is needed to bring forth regular and spontaneous letters from the pupil, and these, together with photographs of the child, and of his home surroundings, give the teacher a close insight into the life of the pupil and help to make the system a success. Many ex-students keep up a correspondence with their late teachers, although time does not permit all letters to be answered.

The staff of the correspondence classes furnishes papers for children in Standards V, VI, VII, and VIII in small country

This article was prepared at the request of the American consul at Adelaide, South Australia, and was transmitted through the consul general at Melbourne to the Secretary of State. It is one of a series of reports made at the suggestion of the Commissioner of Education, as explained in the note on page 141 of the April number of SCHOOL LIFE.

schools where it is difficult for a single teacher, who may be in charge of all classes from infants upwards, to give advanced pupils adequate attention. More than 400 schools in all parts of the State are on the dispatch list. The teacher, of course, is responsible for the correction of all papers worked in his school.

Two scholarships are awarded annually. These are of the value of £30 per annum and are tenable in the first place for three years with a possibility of renewal for two years more. The scholarships are intended to defray the cost of boarding at a Government high school. Candidates must have satisfactorily completed the work of the VI Standard. Already a number of scholarship winners are in attendance at the various high schools throughout the State, and reports on their work are most gratifying. In 1925, one of the scholarships was awarded to a student who had been educated entirely by the correspondence plan.

No charge is made for the tuition of students under the age of 21. Adults, however, enrolling for correspondence lessons are required to pay a small fee of 10 shillings per subject per term.

Postage expenses are met by the education department.



Bureau of Education Requires Two Specialists

The United States Civil Service Commission announces the following open competitive examination: Educationist (secondary education); educationist (rural education).

Applications for these positions must be on file with the Civil Service Commission at Washington, D. C., not later than June 21. The examinations are to fill vacancies in the Bureau of Education, Department of the Interior, and vacancies occurring in positions requiring similar qualifications. The entrance salary is \$3,800 a year. A probationary period of six months is required; advancement after that depends upon individual efficiency, increased usefulness, and the occurrence of vacancies in higher positions.

Full information may be obtained from the United States Civil Service Commission, Washington, D. C., or the secretary of the board of United States civil service examiners at the post office or custom-house in any city.



Teachers who have not advanced their professional training within the past four years will no longer be employed in Crook County, Wyo., according to recent decision of the school board association.

47668°—27—2

Nursery-School Problems Discussed by New York Conference

Six Major Topics Presented. General Discussion Following Formal Papers Proves Especially Fruitful. College Training for Nursery-School Teachers is Favored. Current Practice in Organization and Administration

By MARY DABNEY DAVIS

Specialist in Nursery-Kindergarten-Primary Education, Bureau of Education

APROXIMATELY 225 persons actively interested in the education of young children, met in New York City, April 22 and 23, to discuss problems pertinent to nursery schools.

Six major topics of general interest were presented and discussed: Educational activities and materials in the nursery school; The daily program in the nursery school; Training of nursery-school teachers; Education of parents in connection with the nursery school; Problems of physical well-being of the nursery school child; Budgets, housing, equipment.

Problems and current practice relative to these topics were presented by workers especially interested in them and general discussion followed. This form of conference proved to be of the most practical help. Contributions, challenges, and replies were spontaneously and continuously given.

Under the topic of training nursery school teachers three points were discussed: (1) Who shall be eligible to teach nursery school children? (2) On what academic level is it desirable to train teachers? (3) What shall constitute the curriculum for training these teachers?

Students in Training Have Varied Experience

Past experience of students now in training for nursery school teaching is varied, including experience as instructors in kindergarten and primary grades, home economics, social service, nursing, Montessori, home management, and as mothers in home management. Considering these groups as eligible, the program for their training should supplement deficiencies and provide other essentials. The consensus of opinion seemed to favor college training as the initial background for nursery school teachers. Periods of practice teaching should vary with the previous training and experience of the student, but it was agreed that this should extend from nursery school into kindergarten and lower primary grades. Subjects of the curriculum for training nursery school teachers should include psychology, sociology, sciences, hygiene, nutrition, as well as educational methods and materials.

Three criteria for determining the selection of play materials were given: (1) The materials must appeal to children as useful and attractive, offer opportunities for muscular development and coordination, and challenge creative and co-operative play. (2) It should be possible to use the materials continuously as more difficult problems occur. (3) The materials should be of a nature to encourage young children to express and to reproduce their ideas and experiences.

Three Considerations Determine Cost and Equipment

A report of current practice in the organization and administration of nursery schools compiled from information given by directors of 33 nursery schools was presented from the Bureau of Education. It was reported that the costs and equipment of nursery schools are almost entirely determined by (1) the type of institution in which the school is organized—university, teacher-training institutions, health or welfare centers, private or public schools; (2) the purpose for which the nursery school is organized—research, relief of parents, training of teachers or parents or simply education of young children; and (3) the length of the day's session—half or full day.

Reports from 18 schools not connected with public school systems indicate that about half their expense is for teachers' salaries. In three public schools three-quarters of the money apportioned to nursery schools is used for instruction. Employment of consultants, psychologists, physicians, nutritionists, and social workers, and the practice of supplying food and transportation for the children greatly increase the cost of "coordinate activities" and "auxiliary agencies."

In keeping with its decision of last year the "advisory board" presented a report as to the future of the present informal group of nursery school workers. It was decided that a nursery school committee of 19, representing all phases of child development, should act as a central body to decide upon future conferences or activities for a period of two years and that it should make public the work which it carries on.

SCHOOL LIFE

ISSUED MONTHLY, EXCEPT JULY AND AUGUST
By THE DEPARTMENT OF THE
INTERIOR, BUREAU OF EDUCATION

Editor - - - - - JAMES C. BOYKIN

Terms: Subscription, 50 cents per year, in advance; to foreign countries in which the mailing frank of the United States is not recognized, 75 cents. Club rate: Fifty copies or more will be sent in bulk to one address within the United States at the rate of 35 cents a year each. Remittance should be made to the SUPERINTENDENT OF DOCUMENTS, Government Printing Office, Washington, D. C.

JUNE, 1927

Needs of Many Nations Frankly Set Forth

PROCEEDINGS of the Pan Pacific Conference in Honolulu will be printed. For those who read the volume an unusual pleasure is in store.

Official delegates from 12 nations, most of them men in responsible position, and representatives of institutions of learning and of scientific, technical, and educational associations, numbering in all 222 individuals, met to discuss problems of common interest in education, rehabilitation, recreation, and reclamation.

The conference was proposed by the Department of the Interior in response to an invitation by the Governor of Hawaii to the Secretary of the Interior to visit Hawaii. The success of the local arrangement was due to the governor's activity and that of his associates in Hawaii. A joint resolution of the Congress of the United States provided for participation of the United States Government under the direction of the Secretary of the Interior; and the President formally called the conference and showed his interest in it by a cordial letter which was read at the opening.

The cooperation of the nations bordering upon the Pacific or having territorial interests upon the shores of that ocean was invited by the President, and the departments and independent establishments of the Government whose functions related to the subjects of the conference took active part in it.

Essentially, therefore, it was an official affair; but the formality and stiffness with which tradition invests everything that savors of officialdom was wholly lacking. The personality of the individual officials concerned with the direction of the conference was a guaranty against oppressive formalism; the presence of many professional men among the delegates tended to prevent it; and finally the very atmosphere of Hawaii made it impossible. In consequence, the volume of the proceedings clearly shows that the conference was a conference in fact, and that frank discussion was its outstanding feature.

The leading papers were carefully prepared and were upon a high plane, but the limited number of delegates made it possible to indulge in friendly talks which gave a delightful tone to the meetings. One of the delegates from Australia said at the closing session: "We are gratified with the success of this conference and the achievements that have been obtained at what may be termed its initial meeting. We recognize that through conferences and meetings such as these a much closer and better understanding can be obtained, not only of the domestic problems affecting each country, but of the aims and ideals of the races of each country."

Several of the speakers declared that they would carry home with them many ideas that would be applied with profit in their own countries; and the warmth of the personal contacts that were made was indicated by the expressions of the delegate who said: "It grieves me that I am going to part from my very close friends; although I have had the pleasure of having your acquaintance for a few days only, I feel that I am not a stranger in a strange land, but among my own kith and kin."

Such was the spirit of the conference. It is implied in Mr. Honour's account on another page of this issue, and one is strongly impressed by it in reading the text of the addresses. From so many papers of high excellence it is impossible to name those of outstanding interest. But it is safe to say that in no other single volume is it possible to find such satisfying and intimate descriptions of the social and educational conditions of so many different countries.

Further Development of Junior Colleges Seems Inevitable

SIGNIFICANT of the trend of the times in the organization of higher education is the proposed "University College" of the University of Michigan. The status of the plan is such that its early adoption is anticipated.

It is contemplated that the University College shall include all students of less than junior standing in the present schools or colleges of the university which admit students directly from high schools. These students will be members of this college for the first two years of their course or until they qualify for admission to another school or college of the university. A dean will be appointed for the University College, and its faculty will enjoy the same rights and privileges as the faculties of other independent schools and colleges of the university.

Prominent in the statement of purposes of the new plan of organization are

the following: (1) To provide more adequate means of dealing with the student as an individual in his intellectual life and of insuring his physical and mental health; (2) to provide some common knowledge of certain fields of learning for all students as an indispensable foundation; and (3) to prepare the way for specialization in the later years of university work.

This separate organization of the "lower division" is directly in line with the action of the University of Chicago, University of California, and other universities. It tends to favor the growth of junior colleges, although that is not specifically included in the published plans. That result, however, will naturally follow, for the same coordination of professional and specialized higher schools and colleges of the University of Michigan with the University College of that institution will be available to junior colleges organized with similar purposes upon other foundations. Their growth will, therefore, be facilitated and stimulated.

It will be recalled that both Johns Hopkins University and Leland Stanford Junior University have recently determined to discontinue their freshman and sophomore classes and to confine their activities to "seasoned applicants" who are expected to come from junior colleges in such numbers as to tax the facilities of those universities.

President Ray Lyman Wilbur, of Leland Stanford, has recently issued a letter "to alumni and friends of Stanford University," in which he describes the increasing pressure upon his own institution and the contemporaneous growth of junior colleges in numbers and efficiency. It is his belief that there can be no material expansion in the universities, and he considers it inevitable that the normal public-school system of an established community will soon have its own junior college. A larger number can attend such institutions "with less expense and less wastage than in our university classes. The quality of instruction in the junior colleges offers at least as satisfactory preparation as does our own lower-division work, judged on the basis of our experience."

In this President Wilbur is in substantial agreement with judgments commonly expressed.

In Australia every child born entitles the mother, regardless of wealth or station, to a sum of £5, or \$25, from public funds, towards the cost of the child's birth. The Government of France gives to every mother who nurses her own child a monthly pension during the first year of the child's life.

Pan-Pacific Conference in Honolulu Marks Beginning of New Epoch

So Acclaimed with Enthusiasm by Official Delegates. Was Called by President in Conformity with Joint Resolution of the Congress. Representatives of Twelve Countries Participate in Deliberations. Meetings of Section on Education Devoted to Three Major Themes: Exchange of Information, Vocational Education, and Child Life. Elaborate Program of Entertainment for Delegates

By THEO. HONOUR

Secretary of the Education Section

CHARACTERIZED by Hon. W. R. Farrington, Governor of Hawaii, as the most successful conference ever held in the Territory, acclaimed by the delegates as marking an epoch in international relations, the First Pan-Pacific Conference on Education, Rehabilitation, Reclamation and Recreation, held in Honolulu, Hawaii, concluded its deliberations on April 16 with a resolution suggesting that a similar conference be held at some mutually agreeable place within the next two years.

The conference was opened on Monday morning, April 11, with a plenary session, presided over by Hon. Hubert Work, Secretary of the Interior and general chairman of the conference. The Secretary read a letter from the President, in which he sent greetings to the delegates. This letter and the Secretary's opening address are printed elsewhere in this issue.

In his address of welcome Governor Farrington outlined the evolution of education in the Hawaiian Islands. "Education has sharpened our wits and broadened our vision," he said. "Reclamation has made fields fertile that were once barren waste. Acting and reacting under the direction of alert minds, those forces that organize men, minds, and material have made possible the leisure and recreation that conserve energy for the next task."

Three State Superintendents Were Present

The visiting delegates were presented to the conference by Hon. Raymond C. Brown, Secretary of the Territory of Hawaii. The foreign countries officially represented at the conference were: Australia, Chile, Colombia, Fiji Islands and British Western Pacific, France, Great Britain, Japan, Mexico, New Zealand, Nicaragua, and Peru. The State superintendents of public instruction of Mississippi, New Mexico, and Utah, the Territorial superintendent of public instruction of Hawaii, and a representative of the Department of Education of American Samoa were also present.

Besides the Secretary of the Interior, the official party from the United States included the Commissioner of Education and two members of the staff of the Bureau of Education; the Commissioner of Reclamation and a member of his staff; the Director of the National Park Service and a member of his staff; and the Surgeon General of the Public Health Service of the United States. The Assistant Chief of the Bureau of Agricultural Economics of the Department of Agriculture, the Director of the Federal Board for Vocational Education, and a representative of the United States Civil Service Commission were also present.

Two Hundred Participate in Discussions

Following the plenary session, the conference divided itself into three sections—education, reclamation, and recreation. Dr. Jno. J. Tigert, United States Commissioner of Education, was general chairman of the education section. The meetings of this section were held in the Royal Hawaiian Hotel. The ballroom, where all the sessions excepting the first were held, was profusely decorated with the flags of the countries participating in the conference. Approximately 200 delegates participated in the discussions. The deliberations centered about three major themes: Exchange of educational ideas and the establishment of centers of information, vocational education, and child life.

The first session was devoted to a general discussion of educational conditions in the several countries represented. Doctor Tigert presided and outlined the system and aims of education in the United States.

Organization of the department of education in Australia was described by Dr. S. H. Smith, director of education for New South Wales, Australia. "Australia," he said, "has the most coordinated system in any British community." He described at length the details of the school system and a history of its development.

Prof. Salvador Novo, chief of the editorial division of the educational department, Mexico, gave a résumé of the education program undertaken by the Government of Mexico in recent years. Until recently, Professor Novo said, literacy in Mexico was a privilege of the upper classes, and no consideration was given the Mexican Indian who was permitted to struggle along as best he might from the days of the conquest, until an organized attempt was made by the school department to fortify its nationals with at least practical learning. How this is being done was outlined by Professor Novo, who stressed the importance of the new rural school system.

The school system in American Samoa was outlined by K. Sun, representing the department of public instruction there. Dr. N. Murakami, of the department of education of Japan, explained the system of education in that country, the evolution of the use of Chinese characters in the written language and the gradual development of its present methods through the education of its teachers in methods of other countries. A short paper on educational activities in New Zealand was read by W. F. Kennedy, the delegate from that country. Antonio D. Castro, Peruvian consul at Honolulu, described the development of modern educational facilities in Peru. Will C. Crawford, Territorial superintendent of public instruction for Hawaii, told of the aims of the school department in the Territory.

International Exchange of Ideas

The program of the education section on Tuesday morning centered around the exchange of educational ideas among nations. Dr. N. Murakami, of Japan, presided. Papers were read by Dr. S. P. Capen, chancellor of the University of Buffalo, Señor Salvador Novo, of Mexico, and Dr. S. H. Smith, of New South Wales.

A general discussion followed. It was the unanimous opinion of the delegates that every agency and medium which

makes for better understanding on educational matters among the Pacific countries through the exchange of lecturers, students, publications, exhibits, etc., is desirable.

The establishment of centers of educational information was the topic of discussion at the Tuesday afternoon session. Dr. S. H. Smith of New South Wales presided. Leaders in the discussion were the presiding officer, Dr. T. Harada, of Japan, and Prof. Leon J. Richardson, of the University of California. Dr. S. P. Capen, of the University of Buffalo, told what is being done by the American Council of Education and the Institute of International Education along this line. A round-table discussion on the evaluation of student credentials, led by J. F. Abel, of the Bureau of Education, followed.

Vocational Training Birthright of Americans

The program on Wednesday morning, April 13, centered around the subject of vocational education, its development and place in the public school program. Dr. J. C. Wright, Director of the Federal Board for Vocational Education, presided. The leaders in the discussion were Señor Jose A. Pichardo, of Mexico, Dr. S. Hirota, of Japan, Dr. K. Sua, of Samoa, and James A. Coxen, director of vocational education for Hawaii. The chairman emphasized the need of vocational education, declaring that all the school children in the United States are entitled not only to a general education but to a training that gives them ability to earn a livelihood or rise in their chosen callings.

The discussions following divulged a difficulty common to all the countries involved, namely, an adequate program in the schools for trade, industrial, commercial, and agricultural training for those who do not go to college, with the consequence that large numbers of students drop out of school at an early age without practical means of earning a livelihood. To remedy this situation the conference placed itself upon record as favoring more vocational guidance, accompanied by prevocational suggestions and followed by a program of vocational education in the public schools, for those who do not expect to go to college or pursue the higher professions. Because of the close correlation between such a program and commercial and economic prosperity the conference felt such a movement to be a matter of national responsibility.

An open session of the education section was held on Tuesday evening under the auspices of the local education association. Addresses were made by Mrs. A. H. Reeve, president of the National Congress of Parents and Teachers, who spoke of

the work of the parent-teacher association; Dr. N. Murakami, of Japan, who told of the part which education is playing in that country; Dr. S. H. Smith, who gave a brief outline of the organization of education in Australia; Señor Salvador Novo of Mexico who said that Mexico is trying to follow the best that other countries have developed along educational and cultural lines; and Dr. Jno. J. Tigert, United States Commissioner of Education, who spoke of the educational opportunities and the responsibilities of teachers in the United States.

The subject for discussion at the Wednesday afternoon meeting was vocational rehabilitation of the disabled civilian; Señor Salvador Novo of Mexico presided. Papers were presented by J. C. Wright, Director for the Federal Board for Vocational Education, Dr. S. H. Smith, of Australia, and Surgeon General Hugh S. Cumming, of the United States Public Health Service.

Surgeon General Cumming discussed at length the work the United States Government is doing in physically restoring its citizens who have been disabled in industry or war, and the technique which has been established to carry on this restoration. General Cumming approached the problem in all its phases, laying emphasis upon the physical and mental aspects.

M. Henri Gourdon, delegate from France, told what France is doing for the rehabilitation of its nationals. He explained that after the war France was compelled to take care of its disabled soldiers and that since that time attention has been paid to disabled civilians, and at present there are more than 80 villages in which the French Government has established schools where persons afflicted with various diseases are taught new vocations.

Workmen's Compensation Acts are Comprehensive

W. F. Kennedy, of New Zealand, said that little work has been done in that country for the rehabilitation of citizens but that much has been done for the blind, and comprehensive workmen's compensation acts have been put into force. C. Ligot, representative from the Philippines; Will C. Crawford, superintendent of public instruction in Hawaii; C. N. Jensen, State superintendent of schools of Utah, and W. F. Bond, State superintendent of schools of Mississippi, reported the work that is done in those Territories and States.

It was the sense of the conference that the rehabilitation of men disabled in industry and peaceful pursuits can be successfully brought about by a program of vocational education, provided they are trained for types of employment in which they are not handicapped.

Two open sessions of the conference

were held on Wednesday evening and were devoted to motion pictures. At one of the sessions, pictures illustrative of education in the United States were discussed by Dr. Jno. J. Tigert, United States Commissioner of Education, and pictures descriptive of the United States National parks were discussed by S. T. Mather, Director of the National Park Service. At the other session, pictures portraying the reclamation service of the United States Bureau of Reclamation were discussed by Dr. Elwood Mead, United States Commissioner of Reclamation.

Standards of child life was the subject around which the discussions of both the morning and afternoon sessions of April 14 centered.

Health Instruction Occupies a Session

At the morning session C. N. Jensen, State superintendent of public instruction of Utah, presided. The subtopic discussed was "Care of the mother and infant, and health instruction." The leaders in this discussion were W. F. Kennedy, who told of the work that is done in New Zealand; Mrs. A. H. Reeve, president of the National Congress of Parents and Teachers, who told what her organization is doing in this direction; Dr. S. H. Smith, who described the work that is done in Australia; and Lois Randolph, State superintendent of public instruction for New Mexico, who outlined the problems in that State.

At the afternoon session, M. Henri Gourdon, of France, presided, assisted by W. F. Bond, State superintendent of public instruction of Mississippi. Contributors to the program were Dr. N. Murakami, of Japan, Prof. S. Oda, of Korea, W. C. Crawford, Territorial superintendent of public instruction for Hawaii, and W. F. Bond, State superintendent of public instruction for Mississippi. State Superintendent Bond decried the lack of sufficient home training and attacked certain kinds of influences which he said undid the work of the homes and schools. Professor Oda described the educational problems and programs in Korea, which he said is steadfastly improving its schools, extending their number, raising standards, and increasing the compulsory periods in the common schools.

The conference closed on Saturday morning with a plenary session, presided over by Secretary Work. The resolutions relative to education which were adopted by the conference are printed elsewhere in this number. The history of common school education in Japan was told by Doctor Murakami, who said that the empire had eliminated certain educational principles based on American and European plans and established those in harmony with the special needs of the nation. The delegates were of the opinion

(Continued on page 195)

Wide Variations of Practice in Small Junior High Schools

Tentative Statement of Results of Inquiry by National Committee on Research in Secondary Education in Cooperation with Bureau of Education. Improved Roads Double the Practicable Distance of Pupil Transportation and Increase Efficiency of Rural Schools. Nearly 1,200 Junior High Schools in Small Communities. Many do not Observe Most Authoritative Recent Theories of Curriculum Organization

By EMERY N. FERRISS

Professor of Rural Education, Cornell University

NO SINGLE STATEMENT is sufficient to explain the development of the junior high school as a part of our educational system. It is one phase of the broad movement of reorganization of the schools of the United States in the direction of a better adjustment to the needs of the child and the demands of a democracy. In bringing the beginning of secondary education two years earlier it has brought secondary education more closely in harmony with the period of adolescence. Where it has developed best it has through its new curriculum content and organization, its extra class activities, its government, its provision for individual differences, guidance, etc., resulted in a close articulation between the elementary school and the secondary school and in a type of education suited to children of the early adolescent years.

Spread from Cities to Rural Centers

Like other progressive movements in education the junior high school developed first in the large urban centers. In the last few years, however, the movement has spread into many rural and village centers, particularly in certain States.

Its administrative organization and relationships with the other units of the educational system have varied for different communities. Sometimes these have undoubtedly been determined on the basis of community needs and resources and sometimes undoubtedly on the basis of mere expediency. Sometimes the most fundamental characteristic of the junior high school, the program of studies, has undergone a genuine reorganization and in other cases little or no change has been made in the old seventh and eighth grade program.

The adoption of the junior high school plan in village and rural communities has, it would seem, great possibilities. If its purpose is to afford pupils of the early adolescent years educational opportuni-

ties suited to their capacities, interests, and stage of maturity; to give recognition to individual differences and the need of exploration, discovery, and guidance; and to make articulated and continuous education from the elementary school into and through the secondary school, the junior high school should have much to offer children of village and rural communities.

In these small centers the character of the work in the upper grades has too often been wholly academic and traditional and much limited in both scope and richness. Usually a serious gap has existed between the elementary school and the high school. "It is assumed that the elementary school takes care of reading, writing, arithmetic, English grammar, and, to a large extent, United States history. English is the only subject that carries over even by name from one school to the other. Its character, however, is so changed as to make it virtually a new study." (Hillgas, Milo B. *Junior High Schools in Small Communities*. Teachers College Record, 19: 336-344, p. 341.) This statement is probably fairly typical of the condition that existed in the majority of small communities under the 8-4 form of organization.

Flexibility in Organization is Necessary

Many problems must be solved in the adaptation of the junior high school to the needs and conditions of small communities. To meet the various types of situations to be found, flexibility in organization will undoubtedly be necessary. The organization of the junior unit and its administrative and supervisory relationships with the elementary school and the senior high school must be determined in large measure by the local conditions under which it is developed and in which it must function. It is important, however, that the particular form it takes in any small community be, in so far as can be determined through careful study, that best suited to the conditions represented by the type of community. Above all, it should, whatever its administrative organization, at least offer a program of

studies of rich and proven content values, affording opportunity for exploration and some differentiation in both academic subjects and the practical arts; it should make some definite provision for guidance; have an adequate program of social and extra class activities; and be housed in a building affording library, laboratory, auditorium, and gymnasium facilities and special rooms equipped for practical arts work for both boys and girls.

Determine Suitable Type for Each Situation

It should be possible in time to determine the most suitable type of junior high school organization for each type of situation. In rural centralized districts or in villages capable of supporting a 12-year system of schools either the 6-3-3 or the 6-6 organization with partial separation of the secondary period into junior and senior units may be the best type. In many communities high schools are still too remote for children to attend and live at home. In many more the local high school facilities are meager and unsatisfactory, and are maintained at almost exorbitant per-pupil cost.

In most sections of the country the development of good roads and improvements in means of transportation are doubling the distances over which pupils can be carried to school. This makes it possible to develop, perhaps, in many small centers which are not large enough to support an efficient four-year high school, a good three or four year junior high school and to transport the pupils of the tenth, eleventh, and twelfth grades, or the last two, to a central secondary school. This central school with a junior division of 75 to 150 pupils and a senior division of similar or larger enrollment would be able to maintain a senior high school capable of offering economically and effectively a reasonably wide range of work of standard quality. Where proper coordination of work in the central school and the contributory junior schools were effected the results should be better educational opportunities for all children not only in the central school but in the outlying, contributory districts as well.

In 1925 a special committee of the National Committee on Research in Secondary Education undertook with the cooperation of the United States Bureau of Education to study certain phases of the junior high school development in rural and small communities. The purpose was to determine along what lines as suggested in the preceding paragraphs the reorganization of secondary education in such communities was developing, and something as to the character of the new junior unit. It was thought that the results of such a study should be helpful to those concerned with educational problems in small centers. The study was planned to include the following problems:

Nine Problems Included in Study

(1) State legislation bearing upon the financial support of junior high schools in rural and small communities. (2) What State departments of education are doing to encourage and direct the reorganization of secondary education in small and rural communities. (3) The general administration and organization. (4) Pupil guidance. (5) The program of studies. (6) Provisions for individual differences other than through the curriculum. (7) Buildings and equipment. (8) Supervision of instruction. (9) Extra class activities.

The work of the committee is not yet completed. However, fairly adequate data from 135 schools distributed over 30 States have been gathered and tabulated. The remaining part of this article will be devoted mainly to a brief preliminary treatment of a few phases of the study on the basis of the materials at hand. All statements should be regarded as indicative merely and in no sense as conclusive.

According to statistics of the United States Bureau of Education for 1924, supplemented and corrected by reports from State departments of education for 1925, there were at that time 1,174 centers of population under 2,500 having junior high-school organizations of one type or another. One hundred and eighty-four of these schools, or approximately 16 per cent, were reported as segregated junior high schools, mainly of the three or four year types; 893, or 76 per cent, were reported as junior-senior high schools, all but 31 being of the six-year type; and 96, or 8 per cent, were reported as undivided six-year high schools.

Most Common Type Comprises all Grades

The data on the 135 schools, which are well distributed and probably fairly typical of the general situation, indicate that the most common type of organization in small communities is that represented by the elementary-junior-senior school in one building under one adminis-

trative head. The second most frequent type is where the junior and senior high-school units are in the same building, usually under one principal. A small percentage, schools of small enrollments, are of the elementary-junior types. In most cases the latter are undoubtedly schools in communities with a secondary-school population of insufficient size to justify a complete secondary school. The elementary-junior-senior school also seems to appear most frequently where enrollments are comparatively small. The consolidated school district tends decidedly toward this type of organization. In approximately 18 per cent of the schools a separate principal was reported as having charge of the junior unit. In more than one-half of the schools the junior high school unit included the seventh, eighth, and ninth grades and in about 35 per cent the seventh and eighth grades only. The remaining schools represented a number of other grade combinations, the majority being of the four-year type.

Tendencies in Distribution of Teachers' Time

The organization of the teachers' work indicates some interesting tendencies. In only approximately 5 per cent of the schools did teachers devote all their time to instruction in the junior unit. In the larger proportion of the schools, slightly less than two-thirds, some teachers gave instruction in both the junior and senior schools. In approximately 30 per cent of the schools some of the instructors taught in both the elementary school and the junior school.

The data on the organization of the school day indicate that as to length it is similar to that long prevalent in small elementary schools. In about four-fifths of the schools the day was five and one-half to six hours or more in length. Approximately three-fourths of the schools reported class periods of 40 to 45 minutes. Apparently they have usually followed the traditional organization of the regular four-year high school. Only 17 per cent had class periods of 50 minutes or longer. This is interesting since it indicates that the organization in small communities has not included the adoption of the longer class period by many regarded as highly desirable, if not absolutely essential, in the junior high school—with its emphasis upon directed study and the class room as a work room rather than primarily a place to recite.

Largest Group Housed in General Buildings

As was indicated in the discussion of administrative organization, the largest group of schools reporting, approximately 44 per cent, were in a general building housing all elementary and secondary grades. In the second largest group the junior and senior schools were housed

together. In a small percentage of the schools the elementary and junior grades only were in one building.

The majority of the schools had some laboratory facilities, more than one-third, however, reporting but one general laboratory. Approximately one-half reported the laboratories as used by both the junior and senior schools. In many cases also the laboratories were used for classes in manual training, domestic science, agriculture, and academic subjects other than science. Practically three-fourths of the schools had one or more practical-arts rooms. The practical-arts rooms most frequently reported were a cooking room, sewing room, general domestic arts room, woodworking shop, and a general shop.

Majority Have Well-Equipped Auditoriums

Approximately three-fourths of the schools were provided with auditoriums, the majority having a stage, curtains, and piano. About one school in three had a moving-picture machine. Practically all schools reported a library. In a large proportion of the schools this was a joint possession with the senior school. Considerably more than one-half reported gymnasium facilities, approximately two-fifths a rest room for women teachers, and small percentages a rest room for men teachers, a room for a school nurse, and other special rooms.

As indicated by the schools studied the completion of the six elementary grades is practically a constant requirement for admission to the small junior high school. That this requirement may in some instances be waived in favor of a special examination is indicated by the replies from a small number of schools. Approximately 6 per cent reported the admission of children of 13 years or older. In no case is the frequency of admission on any basis, other than completion of the first six grades, high enough to be of any real significance.

Uniform Program for All Pupils

In regard to the subjects studied, the most common practice apparently is that of a uniform program for all pupils throughout the junior high-school period. This is especially interesting since it runs counter to the most authoritative theory on the junior high-school program of studies. It is generally agreed that the program of studies and the organization of the work should permit some differentiation through variable subjects at least with the beginning of the second year of the junior high school.

A few schools reported some opportunity for choice in the first year, and about the same number gave such opportunity in the second year, and a considerably larger number permitted election in

the third year. Approximately one-fifth of the schools reported differentiated curricula in the junior high school. These were most commonly designated as general and academic, while a few schools reported practical arts, commercial, vocational, and home economics curricula.

The data indicate that the curriculum of the junior high school in small and rural communities is one of the phases most needing careful study. Unless a genuine reorganization can be effected in this most fundamental phase of the reorganization, the junior high school can never be of the service it should to the children of such communities.

The data on extraclass activities indicate that practically all the small junior high schools give considerable attention to various clubs and other pupil organizations. In the majority of the schools reporting, pupils were not required to participate in extraclass activities. The majority of the schools indicated that the nature of such activities was determined by the faculty but with reference to the pupils' interests. In a large proportion of the schools, attention was given to the correlation of the extraclass activities with the regular curriculum. Activities most often mentioned as correlated with the regular work of the school were the musical organizations, debating, the school paper and dramatics. In some schools credit was given for participation in these and certain other activities.

Little Restriction on Pupil Organizations

Great variability in the rules as to the number of organizations to which a pupil might belong, methods of electing officers, eligibility to membership and to office, etc., was apparent. In the majority of the schools no restrictions were placed upon the number to which a pupil might belong. A large proportion placed no restrictions on holding a major office and approximately one-fifth made no scholastic requirement. In practically one-half of the schools extraclass activities were partially financed by student fees; in a larger proportion by proceeds from school plays, etc.; and in a small number of schools by appropriations by the school board.

In practically all the schools all extraclass activities in all their meetings were sponsored and supervised by teachers, who acted as advisers and leaders. In almost one-half the advisers were appointed by the principal and in the majority of the other schools the pupil organizations chose their faculty sponsors. In only a few schools was a teacher who acted as sponsor given extra pay, and in only 12 schools was he relieved from certain other school duties.

In the majority of the schools the social life of pupils received consideration in

other ways than through the regular extraclass activities. The majority of the schools reported school and class parties and almost one-half such other activities as banquets, dances, picnics, and entertainments of different kinds. In the majority of the schools social activities were under the direction of class sponsors or other members of the faculty. In a considerable number parents chaperoned pupil social affairs. While it has been possible in this short article to indicate in a tentative way only certain phases of the junior high-school movement in small and rural communities, one thing should be evident: There is extreme variability in all aspects of the organization and work of the small junior high schools. Though flexibility is undoubtedly necessary in adapting the new institution to the various types of situations in small communities, there would appear to be at the present time far more variance in practice than can possibly make for efficiency. Nothing is more evident than that in the immediate future there are needed a number of extensive, careful studies of the small junior high school, with attention to such problems as curriculum content and organization, general organization, the nature of the extraclass activities that should be fostered and their supervision and control, the character and amount of local adaptation desirable, general administration and the supervision of instruction, and many other pressing problems.



Fellowships for Englishmen in American Universities

Commonwealth fund fellowships, amounting to \$125,000, have been awarded to 23 honor graduates of British universities who are to come to the United States next fall for two years' study in American universities. This is the third annual group of such awards and makes a total of 63 young scholars so far given opportunity for education and travel in the United States under the auspices of the Commonwealth fund. To the 20 annual fellowships provided under the original plan, three new fellowships have been added this year for honor graduates of British colonial universities at present studying in Great Britain.

An important provision of the fellowships is that the holders are required to travel widely while in this country. During the academic year they attend meetings of various learned societies and so come in contact with eminent specialists in their field of work. In the summer each fellow maps out a "swing around the circle" which usually extends from coast to coast.

Pan-Pacific Conference Begins New Epoch

(Continued from page 182)

that child welfare could be better promoted if a closer cooperation could be effected between the home and the school.

In connection with the conference a very elaborate program of entertainment was furnished by the Territory of Hawaii, the public schools, business and civic organizations, and private individuals.

On the Thursday preceding the opening of the conference a beautiful pageant, illustrative of the coming of the various races to the Hawaiian Islands, was presented at the Territorial fairgrounds; 10,000 persons participated in the pageant. The participants were dressed in the national costumes of the countries represented, and each individual represented 500 persons of the same origin now living in the Territory. They portrayed the handicraft of their races, sang their national songs, and gave exhibitions of their national dances. In a setting of tropical splendor, under a cloudless sky, with an extinct volcano merging into the horizon for a background, the kaleidoscopic effect of the various presentations was beyond description. The profusion of flowers, the vivid colorings of the costumes, the perfect performance of the participants all combined to make the pageant an event that would not soon be forgotten.

Other events included a visit to a pineapple cannery; a review and reception at Schofield Barracks; a visit to a sugar plantation; an interracial festival at the Pan-Pacific Research Institute; sports on the beach; a banquet and reception by Governor and Mrs. W. R. Farrington; a special opening of the Academy of Arts for the delegates; a dance at the Royal Hawaiian Hotel; a trip around the Island of Oahu as guests of the Chamber of Commerce of Honolulu; a parade by Hawaiian fraternal orders with a Hawaiian banquet, followed by a water pageant and a "Hawaiian evening."

After the close of the conference the delegates were entertained by the Territory of Hawaii on an inter-island trip. On Sunday the Island of Maui, "The Mountain Island," was visited and the delegates were taken to the various points of interest there. On Monday they went to Hilo, on the Island of Hawaii, and they visited the Kilauea National Park. Tuesday was spent in the park and around the rim of Kilauea Volcano. The party returned to Honolulu on the morning of Wednesday, April 20, leaving there at noon the same day for the return trip to the mainland.

Parent-Teacher Associations Actively Support Public Education

Summaries of Reports of Presidents of State Branches of National Congress of Parents and Teachers. Activities Cover Many Phases of School Work, but Attitude is Always of Helpfulness to Constituted Authority. Health of School Children and Loan Funds to Aid Needy Pupils are Favored Objects of Effort

By MILDRED RUMBOLD WILKINSON

Assistant Manager of Bureau of National Congress of Parents and Teachers

Alabama.—Business men as well as the educators ask the cooperation of the Alabama Congress of Parents and Teachers in aiding community projects for betterment. More than \$1,000,000 was placed back of the public schools this year largely through the public sentiment created by the parent-teacher workers.

Arizona.—A bulletin is published in cooperation with the State vocational educational board. Student loan funds, juvenile protection, reading for home and school, playgrounds, and parental classes are some of the outstanding activities. The branch had a "rest room" at the State fair; literature and information were available and talks were given. Forty-two parents received certificates for completing the work of the parent-hood classes.

Representatives of Educational Agencies Confer

California.—Representatives of recognized educational organizations and institutions, such as the State University, State teachers colleges, State board of health, boards of education, and experienced parent-teacher leaders have met bimonthly for a two-day session, to discuss plans and methods of work of common interest. These meetings rotated geographically so that all parts of the State were benefited. The Chamber of Commerce of Los Angeles furnishes and maintains an office in its building for the State congress. The city library keeps a reference library of up-to-date books in this office. The bureau of child development of the State has made a survey of handicapped children, the kinds of care and relief available. The bureau of education extension of the State branch secured two extension courses in preschool work in the State University at Berkeley and at the Los Angeles branch. Nearly 200 preschool circles are actively working, and many nursery schools are maintained. Foreign mothers can hear talks on child training in their own language. Classes in citizenship are held for foreigners and native born.

The Delaware branch is using its efforts and influence to create personal interest

in a state-wide school-building program. Articles are published all over the State at regular periods, giving laymen some conception of the broadened curriculum of the present-day school, and facts concerning the resources of the State as they relate to ability to rebuild its schools. Adult illiteracy is one of the problems of this State and the parent-teacher associations are working for adult education.

District of Columbia.—Many associations have had excellent results from their classes in parental education, leadership, and preschool work. Study circles are increasing in number and the programs are becoming more interesting and are attracting new members each month. Fifty mothers formed a class for the study of social hygiene. The juvenile-court work of the District has been outstanding; members of parent-teacher associations care for the children in a room which they have made homelike. The Parent-Teacher Magazine of the District is self-supporting.

Florida.—A survey is being made of each district and county to decide whether the student loan fund shall be used for college students or confined to grade and high-school pupils. A State bulletin has been regularly published. The colored groups have joined the National Congress of Colored Parents and Teachers and they are very active in welfare work.

Join in Campaign Against Diphtheria

The Georgia branch raised \$95,000 which was used to supplement teachers' salaries and to buy needed school equipment and first-aid supplies. Arrangements have been made for clinical treatment for all children in need of treatment. The Georgia branch advocates a better compulsory education law and supports the Sheppard-Towner bill. Recently the State Medical Association adopted a resolution to join the State board of health, the county officials, and the Georgia parent-teacher associations in a campaign to immunize against diphtheria every child in Georgia under the age of 10. Every doctor and the president of every local parent-teacher

association has been notified, and work is soon to begin. The doctors are waiting for the parents to accept their services.

Hawaii.—The Territorial branch has been very active in parent-teacher work this year. Mrs. A. H. Reeve, President of the National Congress, after attending the sessions of the Pan-Pacific Conference, where she was one of the principal speakers, spent some time with the president of this branch of the Congress, visited many associations, and held many special meetings for the discussion of the work.

Idaho has published a bulletin, of which 1,000 copies are mailed to associations each month. It is cooperating in welfare work with all educational and child welfare agencies and is aiding in parent-hood training.

Illinois.—Radio programs on parent education have been broadcast by the State congress.

Indiana University Distributes Helpful Literature

Indiana.—The package library service of Indiana University handles without cost to the State branch all parent-teacher literature, National and State, and sends this with helpful pamphlets on health to all associations in membership.

Iowa.—The State branch, the commissioner of health, and all public-health workers have formed a State hygiene committee to work in the summer round-up campaign. This branch was instrumental in having a kindergarten bill passed by the legislature. Many local associations pay the expenses of workers who go to the universities or summer schools for courses in child development. About 400 persons availed themselves of the lectures on parental training.

Kansas has done intensive radio work, broadcasting from the State University at Lawrence and from the State Agricultural College at Manhattan. Illiteracy committees are working everywhere to further adult education.

Kentucky.—The second vice president of the State branch is a member of the State department of education and through his contact with the 120 county

superintendents a better understanding of the parent-teacher movement has been established. Health inspection and regular health education have been carried on in the rural districts in cooperation with health authorities. Social hygiene lectures have been given in almost every part of the State and preschool work has been general. A men's round table has been very successful. A scholarship fund has been in use for several years, the money being raised by selling lead pencils. This fund has kept 24 children in school the entire year and 5 others part of the time.

Organized Corps of Story-Tellers

Louisiana.—Special emphasis has been placed on recreation work and playgrounds; this includes an organized corps of "story tellers" who entertain the little ones during the summer months.

Maine.—This branch has increased its membership 108 per cent and reports that this increase has been due largely to the extension work of its officers and to the publishing of a State bulletin which has spread information and has given tangible help to local associations. This bulletin, only one year old, is self supporting. It is printed by different high schools in their printing departments.

Massachusetts.—Men are joining the parent-teacher associations. Illiteracy is one of the problems which are engaging the time of the workers. The Americanization committee has made a careful survey of the situation and is striving to interest the foreign born in parent-teacher work. In this the parent-teacher associations cooperate with civic and philanthropic agencies.

Michigan.—Many local associations offer scholarships to teachers willing to attend some university or summer school for special work in health education. Each county holds leadership classes. A full-time lecturer on social hygiene is provided by the State department of health. The governor issued a proclamation to encourage state-wide plans for child health day.

The *Mississippi* branch points with pride to its summer round-up work. Health work is stressed in the rural districts.

Radio School Reaches Many Homes

Missouri.—Each district president of the Parent-Teacher Congress has been made a member of the State Teachers Association. One dollar of every five in the treasury of the State branch is set aside for the scholarship fund. Missouri has carried on a very successful radio school in parent-teacher work, reaching thousands of homes.

New Jersey.—Through the cooperation of the parent-teacher associations seven

county libraries have been established. An educational campaign is being carried on against the sale of salacious literature, civic groups and churches joining in this effort. Evening schools are held for citizenship training and for adult education.

Parent-Teacher Influence Aids Kindergartens

New Mexico has established headquarters with no expense to the State. The parent-teacher association council placed a "parents' bookshelf" in the Carnegie Library, at Roswell. Through the parent-teacher influence a kindergarten bill passed the legislature, and New Mexico will now have kindergartens. Also, a free text-book bill was passed. The superintendent of public instruction is a member of the State executive board of the State Congress of Parents and Teachers. Leadership classes have been held. A college credit course is to be given at the normal school at Las Vegas.

North Carolina.—The rural associations raised \$10,000 and used it to raise the standard of the schools. The objectives of the association are an eight-months school term, an eight-hour day for working children, and compulsory education to the fourth grade. The colored parent-teacher workers have formed a state-wide organization.

North Dakota.—One hundred local associations are well started in child-study work. Parent-teacher associations all over the State have had remarkable cooperation from the county superintendents. Parent-teacher association speakers have had prominent places on the programs of the State teachers' associations.

Oklahoma has held several parent-teacher institutes during the year, and the associations are on the increase. A colored branch has been organized.

Men Selected as Local Presidents

Ohio.—The increase of State dues has enabled the branch to put its State office on a business basis with a paid extension secretary, to publish the Parent-Teacher Magazine, and to carry on the State welfare extension work without an appeal for contributions. Men are presidents of 129 local associations in this State;

The *Oregon* branch has carried on a baby clinic for 14 years; child health and American citizenship have been stressed; State dues have been raised, making it easier to pay the traveling expenses of the volunteer extension and organization workers; cooperation in night-school work has been very general over the State; radio service has been regularly maintained. The parents educational bureau established in 1913 works in connection with committees on mental hygiene, social hygiene, and physical education. The department of safety in the Oregon

Congress has had the cooperation of the State and city officials in installing safety devices and otherwise protecting school children.

The *Pennsylvania* branch has aided materially in securing adequate appropriations for "mothers' assistance fund." The juvenile court and probation committees have made surveys of the counties to learn whether or not the counties are obeying the law requiring them to have a building, or at least rooms, for the detention of children while awaiting a hearing.

Offers Opportunity for Community Betterment

Rhode Island has greatly increased its membership this year and many men have joined. They recognize the opportunities the parent-teacher movement offers for community betterment. In one school their influence has turned the school yard into a well-equipped playground with baths in the school building. Some associations have been instrumental in securing city playgrounds with facilities for football and baseball. One club paid \$1,500 for trained recreation leaders. This branch has worked for necessary State provision for teaching adult illiterates and immigrants with the result that these "home teachers" are provided by the State. Forty-one associations in Rhode Island are busy with the "summer round-up," the campaign to send children to school next fall 100 per cent free from remediable diseases. This national congress activity has made a strong appeal to parents and health officials in every community, and it has become a "vacation habit." School boards give the school buildings for clinics, school nurses cooperate with boards of health in the examinations and the follow-up work; doctors and dentists recognize it as a valuable way to further welfare work for the communities, for it spreads health information to the homes.

Much Accomplished in Health Education

South Carolina.—Many clinics are held and much is accomplished in health education. Locally parent-teacher associations are regarded as welfare units, serving free lunches, providing clothing and school books, and caring for the needy. The State Congress has a place in the State Conference of Social Work. The parent-teacher booth at the State fair at Columbia demonstrated a backyard playground, and plans were sent by request to 150 communities. A cooperative movement is being planned with the State Library Association.

South Dakota reports a stronger State organization and a great increase in the number of rural associations. Parental education, welfare work, and health clinics have been stressed. A survey of the

(Continued on page 199)

Conservation of Bird Life Made a Community Interest

Department of Nature Study in the Public Schools Cooperates With the Park Commission and Civic Organizations to Increase Natural Beauty of Parks and to Protect Bird Life in them

By VIOLET L. FINDLAY

Supervisor of Nature Study, Public Schools, Wilmington, Del.

WILMINGTON, DEL., is in a place of natural beauty. Its parks are original woodlands; the historic Brandywine flows through the very heart of the city, and its shores have been converted into Brandywine Park. Here are hundreds of native trees—massive oaks, spreading maples, and graceful willows. At the end of the 2-mile Park Drive one comes to Rockford Park, crowned with its quaint stone tower. Here are rocky caverns and many a quiet bridle path, and opportunity for communing with trees, birds, and flowers. Smaller parks are maintained throughout the city as breathing places for the tired citizens of the busy industrial community.

Realizing that the future of such places is in the hands of the children of the present generation, every effort is made to teach them to love the trees, the flowers, and the birds, and to cooperate in their preservation. The Department of Nature Study of the public schools has spread the message of conservation throughout schools, and certain civic bodies have cooperated in such a way that great good to the city of Wilmington has resulted. The park commission, with a true nature student as superintendent, has given invaluable aid, and the members of the Brandywine Garden Club have taken one phase of the work as their special civic problem, the conservation of bird life.

Annual Bird-House Contest Instituted

The park commissioners thought that bird houses placed in trees would attract a number of birds to the parks, and they expressed this opinion to the supervisor of nature study in the schools. She accepted the suggestion and instituted a yearly bird-house contest. The actual work of constructing the houses was made a project in the manual-training department. An exhibit, held in the corridor of the city building, was arranged with the help of the park department, and the prizes and judging were from the members of the Garden Club. One expression of the game warden gave especial satisfaction to those interested in this work: "The boy who built that bird house will not shoot the bird."

An interested member of the park commission has set aside \$50 which is to be

paid as rent for the bird houses in the parks. The owner of any house is to be paid \$2.50 when a rightful tenant is seen building in the house. The boys, therefore, watch the houses with great interest, and thus acquire a feeling of ownership in the parks.

Audubon Charts Attract Many Visitors

The month of March of this year saw another contest in which 723 houses were sent to the exhibit—for wrens, martins, flickers, and robins, and for feeding stations. So great was the interest shown in the characteristics of the various birds that the supervisor hung on the bulletin board large Audubon charts. Many visitors stopped before them and studied the colorings and relative size of birds pictured. Certainly no better way could be devised for interesting the citizens in bird life.

The children show interest not only in sheltering their feathered friends but also in feeding the winter birds. Before Christmas vacation the park board dis-

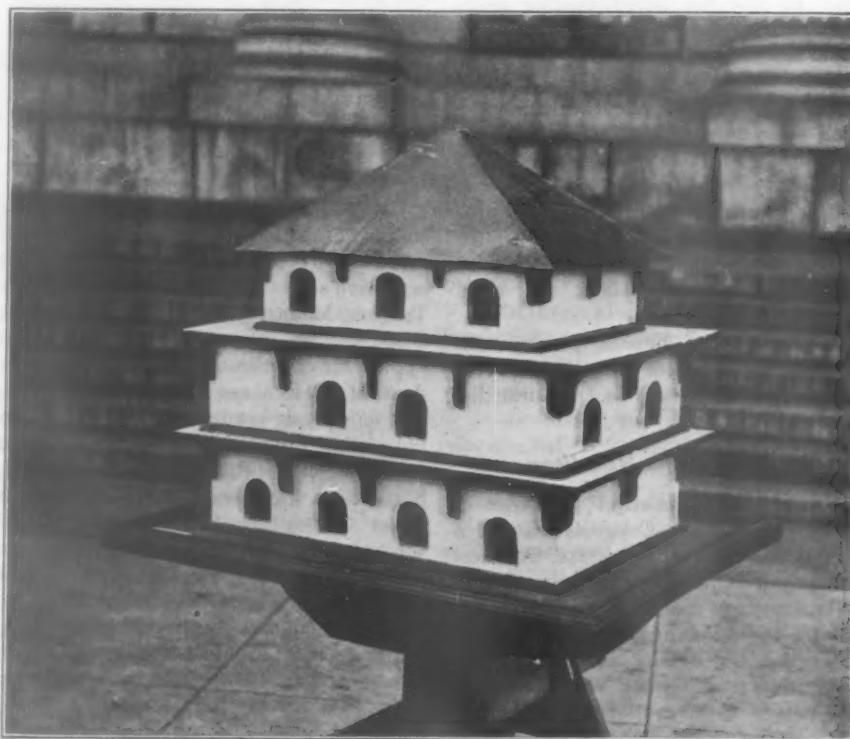
tributed to each of twenty schools "feeding sticks," 3 feet in length with six holes bored in each. A mixture of suet and peanuts was provided by the Garden Club. This also was sent to the schools and the children pounded the filling into each hole. When completed the sticks were gathered by the park commission and placed in trees in the parks and school yards, and truly a Christmas feast was provided for the birds.

Children brought so constantly in touch with the wild life in the wooded sections of a city will show in their adult years real appreciation of nature's handiwork and greater love and better care for the parks. A city need have no fear as to the future of its trees and birds so long as such work is carried on among the children.



College Catalogues Aid High School Advisers

A collection of catalogues and bulletins of more than 100 colleges and universities is maintained in the library of the New Utrecht High School, New York City. A bulletin board above the shelves presenting items of current interest adds to the popularity of the college catalogue section of the library. The information is easily accessible to students, and besides saving much time of college advisers, is of material assistance to boys who contemplate a college career in deciding upon the institution that best suits their needs.



A boy of 15 made the prize-winning martin house

Parent-Teacher Associations Support Education

(Continued from page 197)

State shows that many boys and girls need help to complete their education, and the State branch is working on a student loan fund.

Tennessee has a memorial fund for the benefit of the scholarship fund. Six of the large counties have their own scholarship funds. A "winter round-up" for the children entering the school in mid-year is carried on. Many of the colored associations are working against illiteracy.

Texas has increased its college parent associations. The chairman of the safety education is connected with the State fire commission and has given valuable help. Health and thrift have been stressed. Scholarship funds are found in many councils and the State has a very active life-membership chairman, the money so received being used to further the parent-teacher work.

Utah has published a parent-teacher bulletin and is stressing many phases of child-welfare work. The State department of education is cooperating.

Virginia.—There is a preschool circle in nearly every association. The demand for the leadership course was so great that the field secretary held 55 in four months. Membership has doubled in numbers,

even though the dues have been raised. Six weeks' credit courses in parent-teacher work have been given at the University of Virginia and courses of three weeks at William and Mary College.

Washington is busy with extension work; preschool groups are working in all parts of the State. In Spokane 90 men and women have been taught to read and write. Plans are on foot to start an extensive campaign to interest parents in home economics; the State department of education is cooperating. Home making is the topic of the State convention to be held this spring.

West Virginia has the cooperation of the State health department in its parent-teacher health work, and it is stressing study circles and parental education. The publicity department is doing excellent work in spreading information of National and State activities which benefit the local associations.



Park guardians of Wilmington aid the children in studying nature



Wilmington parks are well supplied with bird houses

Wisconsin.—In the third district the parent-teacher workers are cooperating with the county nurses in holding preschool clinics and are trying to spread health information generally. The Milwaukee district, as well as the fourth, has a fund to enable physically handicapped children to attend school. The school board of Milwaukee has granted wider use of the school buildings for community purposes.

Wyoming has put the State branch on a business basis, has sent out monthly news letters to all organizations, and has published a bulletin.



About 1,500 students from India are taking courses of study in schools and colleges of Great Britain. The annual expense of these students to parents or guardians is approximately £300 each.

Trained Americans Teach English in Costa Rica

The Costa Rican Minister of Public Education several weeks ago conversed with me relative to the possibility of securing the services of North Americans with normal-school training to teach English in the grammar schools of Costa Rica.

The minister informed me later that he has engaged seven North American teachers, and that one will be assigned to the grammar schools in the capital of each of the seven provinces.

English is taught in all of the secondary schools of the Republic. The experiment of the department of education in employing trained American teachers to inaugurate courses in English in the grammar schools will be observed with interest by this legation.

The Minister of Public Education, Mr. Luis Dobles Segreda, spent some time in the United States, and was connected with the faculty of the Louisiana State Normal School at Natchitoches, La. He is active and enthusiastic in his work and has introduced many modern educational methods into the educational system of Costa Rica.—Roy T. Davis, American Minister, San Jose, Costa Rica.

New Books in Education

By JOHN D. WOLCOTT

Librarian, Bureau of Education

BAKER, HARRY J. Characteristic differences in bright and dull pupils. An interpretation of mental differences, with special reference to teaching procedures. Bloomington, Ill., Public school publishing company [1927] viii, 118 p. 8°.

The author, who is clinical psychologist of the Detroit public schools, undertakes to go behind the scenes of testing and to interpret differences in general intelligence in terms of the psychology of learning. He discusses the general differences in mental response and the modifications of procedures in the field of elementary education, and briefly considers other effects upon school procedures. The purpose of the study is to interpret intelligence in terms of responses to school work, instead of in terms of test scores or I. Q.'s. The experience of 500 Detroit teachers has cooperated in producing this interpretation.

COX, CATHARINE MORRIS. The early mental traits of 300 geniuses, [by] Catharine Morris Cox, assisted by Lela O. Gillan, Ruth Haines Livesay, Lewis M. Terman. Stanford university, Calif., Stanford university press, 1926. xxiii, 842 p. front. (port.), tables (partly fold.), diags. 8°. (Genetic studies of genius, ed. by Lewis M. Terman, vol. II.)

The study summarized in this volume is an attempt to ascertain from historical accounts of the early years of great men, what degree of mental endowment characterizes individuals of genius in their childhood and youth. The subjects described are 301 of the most eminent men and women of history living between 1450 and 1850, with reference to their heredity, their childhood, and their youth, according to the method of historiometry. The traits concerned are rated by recognized psychological indices. The results obtained from the study of such a representative group may be expected to hold true for eminent men and women in general, and to throw light upon the conditions which are likely to produce and foster genius at any time.

The following conclusions result from the investigation: Youths who achieve eminence have, in general, a heredity above the average and superior advantages in early environment. They are also distinguished in childhood by behavior which indicates an unusually high I. Q. They are characterized not only by high intellectual traits, but also by persistence of motive and effort, confidence in their abilities, and great strength or force of character.

CUBBERLEY, ELLWOOD P. State school administration; a textbook of principles. Boston, New York [etc.] Houghton Mifflin company [1927] xix, 773 p. maps, diags. 8°. (Riverside textbooks in education, ed. by E. P. Cubberley.)

The author of this book emphasizes administrative principles, as he sees them, and states lines of action and directions of future progress in terms of an evolutionary series, instead of primarily describing what our States are now doing. Seven important aspects of education in the States are dealt with, as follows: The relation of the Federal Government to education, the administrative organiza-

tion for the State school systems, the scope of the public-school system provided, how the school system may be financed, the State's interest in the material environment and equipment of the school, the State's relation to the teacher, and the general oversight of the State as it relates to child life and to extra-state efforts of an educational nature.

DUNN, FANNIE W., and EVERETT, MARCIA A. Four years in a country school. New York city, Teachers college, Columbia university, 1926. vi, 173 p. tables. 8°.

The record is here given of an experimental rural school which has been conducted for five years past at Quaker Grove, Warren County, N. J., by Teachers college, Columbia university. This experiment was undertaken with the purpose of working out in a typical rural situation, a school organization and curriculum suited to the one-teacher school's essential conditions, as far as possible meeting its limitations and utilizing its potentialities, to the end of realizing maximum profit from the expenditure of teacher's and pupil's time.

LUNDQUIST, GUSTAVE A. and CARVER, THOMAS NIXON. Principles of rural sociology. Boston, New York [etc.] Ginn and company [1927] vii, 484 p. diags. 8°.

Rural sociology is here defined as the study which concerns itself with the social problems of rural people. This book is a general presentation of elementary principles, and is intended to serve as an introductory study of rural problems in the United States. The authors have given particular attention to ascertained facts regarding rural conditions, and, as far as possible, to quantitative data. They trace the development of rural conditions, especially in the United States, into their present status, as a basis for consideration of possible improvement. The volume covers a wide range of aspects of rural life—economic, political, social, moral, religious, physical, and intellectual—and includes a chapter on rural education.

MORTON, ROBERT LEE. Teaching arithmetic in the intermediate grades. New York [etc.] Silver, Burdett and company [1927] v, 354 p. diags. 12°.

Modern research has produced so voluminous a mass of tested material on arithmetic teaching that it is no longer possible to discuss the entire subject in a single volume. The present manual covers the work of the intermediate grades, or grades 4, 5, and 6.

NATIONAL EDUCATION ASSOCIATION. DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS. The sixth yearbook. Projects in supervision, ed. by Arthur S. Gist. Washington, D. C., Department of elementary school principals of the National education association, 1927. [129] 388 p. tables (1 fold.) 8°. (*Its Bulletin*, vol. VI, no. 3, April, 1927.)

This yearbook contains 22 papers dealing with various projects in elementary school supervision. Among the titles of the projects treated are the nursery school and preparental education, school publicity, health education in a city school, visual aids in the classroom, classroom activities and the school library, improvement of teachers in service, character training, and juvenile delinquency.

O'SHEA, M. V. A State educational system at work. Report of an investigation of the intellectual status and educational progress of pupils in the elementary and high schools and freshmen in the colleges, public and private, of Mississippi, together with recommendations relating to the modification of educational procedure in the State. [Jackson, Miss.] The Bernard B. Jones fund, 1927. 368 p. tables, diags. 8°.

Professor O'Shea directed a survey made in 1925 of the Mississippi public school system, the results of which have been published in a volume entitled "Public education in Mississippi." In the former study a number of problems of fundamental importance were left undecided, because the investigators were restricted to inspection of the work in progress and examination of the records available in the educational institutions. At that time a program of tests and measurements was impracticable, but funds for this purpose have since been provided by Bernard B. Jones, of Washington, D. C. The data which have been secured from the measurement program and which are presented in this volume confirm the findings of the original survey and reinforce its recommendations. Among the points brought out are recommendations for the abandonment of the district unit in educational administration, and the modification of school and college curricula so as to provide for varying talents and needs among pupils. The report also advises the grading of pupils according to mental maturity and ability, and that girls be given as good opportunities and facilities for education as are provided for boys.

SPAULDING, FRANCIS T. The small junior high school; a study of its possibilities and limitations. Cambridge, Harvard university press, 1927. xvi, 226 p. tables. 8°. (Harvard studies in education, pub. under the direction of the Graduate school of education, vol. IX.)

If it is possible to establish and operate true junior high schools in small communities, notwithstanding the handicaps in the way, then the arguments upon which the reorganization of city school systems has been based apply with equal force to the schools of our towns and villages. An analysis of the feasibility of the project is therefore desirable, and is undertaken in the present study, which is based on a critical examination of administrative procedure in a group of small schools in New England. Taking into account the necessary relationships between class size and economy in school organization, the author determines the extent to which commonly accepted junior high school procedures are practicable in the small school.

STRAYER, GEORGE D. and ENGELHARDT, N. L. School building problems. New York city, Teachers college, Columbia university, 1927. xiv, 697 p. illus. tables, diags., forms. 8°.

This collection of School building problems continues and develops the plan of a volume issued by the same authors a year ago, entitled Problems in educational administration, which covered the whole range of that subject. It is now proposed to prepare a series of problem books, each of which shall cover intensively some particular field of school administration. The present volume of School building problems is the first of the new series. It outlines 109 problems dealing with evaluation of the present school plant, determination of locations for new buildings, procedures, schedules of accommodations, and standards in construction, and finance. Most of these problems are provided with special bibliographies.

RESOLUTIONS OF PAN-PACIFIC CONFERENCE RELATING TO EDUCATION

2

Resolved, That the Pan-Pacific Conference on Education, Rehabilitation, Reclamation, and Recreation, in Plenary session assembled, upon recommendation of the Education Section, declare it desirable to promote the interchange of educational ideas and the establishment of educational centers of information, through

1. The frequent visits of eminent university professors to other countries for limited periods for the purpose of giving courses of lectures.
2. The establishment of a center in each of the participating countries where educational reports, bulletins, statistics, calendars, catalogues and similar material issued by the universities, educational departments and other institutions shall be collected, preserved, catalogued and summarized for circulation.
3. A consideration by the universities of English-speaking countries as to the desirability of giving recognition to the Japanese and Chinese languages when taken in properly accredited preparatory schools on a basis similar to that accorded European languages.
4. The availability, as far as possible, of descriptions of the various systems of education obtaining in the different countries, through official sources, in the languages of the countries bordering on the Pacific.
5. Calling the attention of Government educational officials to the desirability of uniformity in educational terminology, with the suggestion that the United States Bureau of Education consider the feasibility of issuing a glossary of educational terms now current in the countries of the Pacific.
6. The appointment of educational attachés to the respective embassies and legations of the several Governments of the countries participating in this Conference.
7. The appointment by the several Governments here represented of a Pan-Pacific Committee on cooperation between museums, to the end that ways and means may be studied to bring about closer cooperation between all the various types of museums existing in the various countries invited to participate in this conference in the matter of exchange of personnel, research students, information, publications, exhibits and research material, and cooperation in exploration and scientific research.

Resolved, That the Pan-Pacific Conference on Education, Rehabilitation, Reclamation, and Recreation, in Plenary session assembled, upon recommendation of the Education Section, express its belief that vocational education and vocational rehabilitation have an important part in the conservation of human and material resources, and whereas vocational education has been largely limited to preparation for the professions and higher technical operations in which a relatively small number of the people can be engaged, declare it desirable that:

1. Vocational education of less than college grade be included in the public school program for the benefit of those who do not go to college.
2. An opportunity be given to those vocationally handicapped through accident or disease, and who are unable to carry on in their former occupation, to prepare themselves for earning a living in some other occupation for which they are not vocationally handicapped and for which they can be successfully trained.
3. Vocational education be so organized as not only to train individuals for a certain industry but at the same time build toward well rounded and satisfied citizenship.
4. The responsibility of a nation to stimulate and promote such a vocational program in the interests of its national prosperity be recognized.
5. The term "vocational education" be considered as meaning any education or training which has for its purpose the preparation or training of the individual for advantageously entering upon employment in some specific occupation or the upgrading of the individual in the occupation in which he is already engaged.
6. The public school should include in its program courses in "Prevocational" subjects and a program of vocational guidance as a means of better directing youth into suitable employment.

Resolved, That the Pan-Pacific Conference on Education, Rehabilitation, Reclamation, and Recreation, in Plenary session assembled, upon recommendation of the Education Section, affirm that the standards of child life have an important relationship to the welfare of nations, and that therefore,

1. The extension of parental education in the mental and physical care of the infant and the preschool child by means of health centers, conferences, child study circles, visiting nurses, correspondence courses, and other agencies should be encouraged.
2. There be a systematic coordination of the home with the school program for the promotion of mental hygiene and physical health among the children.
3. There be introduced, as far as possible, into the curriculum of secondary schools, courses in maternal and child hygiene.

PRESIDENT OF THE UNITED STATES WELCOMES PAN PACIFIC CONFERENCE



THE WHITE HOUSE,
Washington, March 12, 1927.

MY DEAR MR. SECRETARY:

Will you please extend my greetings and welcome to the delegates from the countries represented at the Pan-Pacific Conference on Education, Rehabilitation, Reclamation, and Recreation, which it has been my very great privilege to call.

It is a pleasure for the United States to receive them in Hawaii, one of the outposts of our Country, and to join with them in the deliberations. I firmly believe these discussions will result in a more thorough understanding of the problems coming within their scope which are common to all the countries and possessions bordering on the Pacific.

More than half the people of the world inhabit countries touching on that Ocean, and eighty million live on its islands. Its commerce has grown tremendously in the past century and its ports now rank with those in other parts of the world. Ships and cables and the radio all have brought its peoples into more intimate contact.

This increase in communication, and in the closeness of the relations one with the other, has made it both appropriate and desirable that means should be found for mutual helpfulness.

As cooperation between the various agencies interested in the matters which are to claim your attention has proved most effective in the United States, it should be equally helpful to establish such relations among all the Pan-Pacific countries. I am sure our Country may learn much of value from the research, practice, and experience of others, and I hope we may contribute our full share to the general good.

Each nation has its own traditions, its own customs and own ideals; but more and more we are coming to realize that human problems are much the same the world over. Whatever may be done at the Conference to promote the peaceful arts and pursuits, and to make the individual healthier and happier in his home and national life, will be a worth-while contribution to civilization.

Very truly yours,

Hon. HUBERT WORK,
Chairman, Pan-Pacific Conference on Education,
Rehabilitation, Reclamation, and Recreation,
Honolulu, Hawaii.

A handwritten signature in cursive script, reading "Calvin Coolidge".

